

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 5-b	UNIT NAME: Celebrations
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	<p>Skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify customs and traditions related to cultural celebrations.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NM.A.1 7.1.NM.A.4</p>
2	<p>Ask and respond to simple questions related to customs and traditions related to cultural celebrations in the home and target cultures.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NM.B.4 7.1.NM.B.5</p>
3	<p>Copy and write words and phrases to create a multimedia rich presentation describing a celebration in the home or target culture.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NM.C.1 7.1.NM.C.3</p>

Code #	New Jersey Core Curriculum Content Standards for World Languages
	<p><u>Linguistic Content Statements</u></p> <p><u>Interpretive:</u> The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized words and phrases</i> that bring meaning to text.</p> <p><u>Interpersonal:</u> The Novice-Mid language learner understands and communicates at the word level and can use memorized <i>words and phrases</i> independently to:</p> <ul style="list-style-type: none"> ○ Respond to learned questions. ○ Ask memorized questions.

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- State needs and preferences.
- Describe people, places, and things.

Presentational:

The Novice-Mid language learner understands and communicates at the **word** level and can use *memorized words and phrases* independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

Cultural Content Statement(s):

Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. This CPI supports Anchor Standard 1 CCSS-ELA Speaking & Listening.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. This CPI supports Anchor Standard 1 CCSS-ELA Speaking & Listening.
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. This CPI supports Anchor Standards 4, 5, & 6 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.

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CONCEPTS WHAT DO STUDENTS NEED TO KNOW?	SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?
<ul style="list-style-type: none"> • Activities associated with planning , attending, and participating in celebrations • Structures needed to: <ul style="list-style-type: none"> ○ Describe typical holidays ○ Describe activities that take place during holiday celebrations ○ Compare and contrast celebrations in the home and target culture <p>Unit 5b follows Unit 5a. It is understood that students will have already mastered the following:</p> <ul style="list-style-type: none"> • Family members • Clothing • Names of authentic holidays • Seasons • Structures needed to: <ul style="list-style-type: none"> ○ Express likes and dislikes ○ State preferences ○ Compare ○ Describe <p>The following items have been previously assessed and are being recycled in this unit:</p> <ul style="list-style-type: none"> • How people greet and take leave in a target culture(s) • Pastime activities • Food • Days of the week 	<ul style="list-style-type: none"> • Identify customs and traditions of target culture(s) as found in culturally authentic video/audio/written texts. • Ask memorized questions related to activities that take place during celebrations in the home and target cultures. • Answer simple questions related to activities that take place during celebrations in the home and target cultures. • Extend/accept/reject an invitation to celebrations in the home and target cultures. • Describe celebrations in the home and target cultures. • Create an invitation for a target culture celebration. • Compare/contrast celebrations in the home and target cultures. • Plan and carry out a simulated celebration related to the target culture in the classroom. • Perform a culturally authentic song/poem associated with a particular target culture celebration. • Express likes, dislikes, and preferences related to activities associated with celebrations.

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- Months of the year
- Colors
- Structures needed to:
 - Express likes and dislikes
 - State preferences
 - Compare
 - Describe

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore how members of the target culture celebrate important life events. They compare celebrations in the home and target culture. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

They interpret authentic written and/or video/audio texts related to celebrations (invitations, posters, radio/television/newspaper advertisements).

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to celebrations in the home and target cultures.

Presentational:

They use lists, chunks of language, and memorized phrases to compare celebrations in the home and target culture.

SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	<p>In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.</p> <p><u>Interpretive Listening:</u></p> <p>I can recognize which activities that take place at cultural celebrations are specific to the target culture when viewing a short</p>

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UNIT NAME: **Celebrations**

audio/video clip dealing with a cultural celebration such as a birthday party, holiday celebration, and a community celebration.

Interpretive Reading:

I can recognize which activities that take place at cultural celebrations are specific to the target culture when reading a short written text dealing with a cultural celebration such as a party invitation and a schedule of events for a celebration.

2

Interpersonal:

I can ask memorized questions (yes/no, either/or, and short response) about what people do at cultural celebrations such as a birthday party, holiday celebration, or community celebration.

I can answer simple questions (yes/no, either/or, and short response) about what people do at cultural celebrations such as a birthday party, holiday celebration, or community celebration.

3

Presentational: Speaking and/or Writing – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.

I can use technology and words, phrases and memorized sentences to describe a cultural celebration in my culture or the target culture including information such as when an event takes place, who attends, where it takes place, what people do, what people wear, and why they celebrate.